# Marking and Feedback Policy



Spring 2016

## Eastway Primary School Marking and Feedback Policy

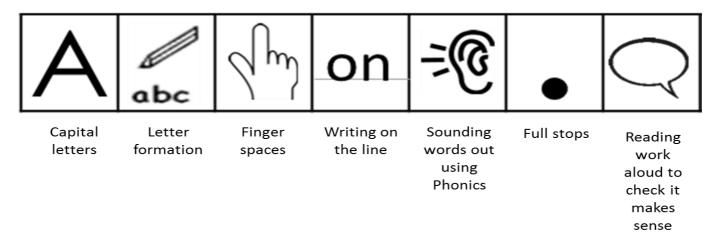
### The principles of AFL:

- Clarifying and understanding learning intentions and criteria for success
- Engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as teaching and learning resources for one another
- · Activating students as owners of their own learning

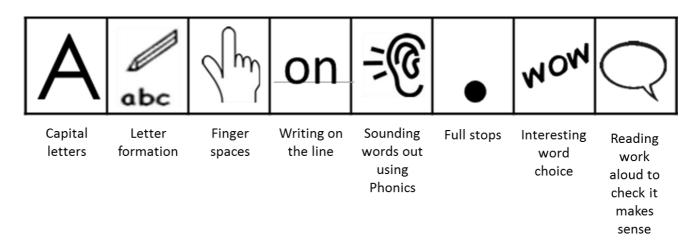
In line with our commitment to AFL, discussions, formative assessment strategies and addressing misconceptions there and then are our main priorities to ensure effective feedback. Where possible, children should be involved in setting their own WALTs and success criteria. As much as possible, they should assess their own or their peers' work against these, identifying what they have done well and fixing their own mistakes.

#### Foundation marking code

Foundations stage will begin to use these codes when appropriate.



#### KS1 Marking code



## KS2 Margin marking codes.

	Read it back	
Wiggly line underneath words/sentences	Doesn't make sense	
	Line break	
٨	Missing word	
CL+	Capital letter missing	
CL -	Unnecessary capital letters	
FS	Add a full stop	
SP	Wrong spelling	

Children will tick the margin symbol once they have fixed the mistake.

# Verbal feedback

Verbal feedback should be given as often as possible. When verbal feedback is given in a lesson, write VF with some detail about what was discussed.

#### **Marking**

Marking should link to the WALT and success criteria. These should be written in language that can be understood by the children. RP (response pen) tasks should be set where and when appropriate. If all the criteria have been met, the RP can link to basic skills. In addition, grammar errors can be highlighted pink. Evidence of where children have met the success criteria can be highlighted in green.

From Year 2 onwards, a minimum of one detailed mark should be given weekly. This should consist of; two stars and an RP given in red pen. Children will respond to the RP in green pen. No other colour pens should be used for marking.

Where possible, children should be involved in creating success checklists. When a written success checklist has been stuck in, criteria that the child has met should be highlighted green (Good to be Green) and those not yet met, highlighted pink (Think about the pink).

## Singapore Maths feedback

Throughout the lesson, questioning is used to assess where the children are and who needs extra help or challenge. During the explorations stage, the teacher will share a selection of children's methods with the class as WAGOLLs. As children are writing their journals, teacher will walk around and check understanding. A sample of journals (for example one table) should be marked each day. During guided practise, assess who needs extra support from the teacher before they move onto independent practice. Independent practise will be marked as a class and children will place their work on the appropriate pile (red if they don't understand why they have gone wrong, yellow if they have gone wrong and can explain why and green if they have got them all right). The teacher will check the books after the lesson. Extra comments will not usually be needed as any children needing additional support will work with the TA in the afternoon ready for the next lesson.

	Formative assessment	Success criteria	Feedback	Responding to feedback	Self - assessment	Peer Assessment
Foundation Stage	<ul> <li>Questioning with lollipop sticks and randomiser wheel</li> <li>Yes/no cards</li> </ul>	<ul> <li>Verbal criteria given</li> <li>Criteria linked to marking symbols when appropriate</li> </ul>	<ul> <li>Verbal feedback</li> <li>Foundation Stage marking symbols introduced when appropriate</li> </ul>	Verbal corrections Asked how they can improve their learning - linked to growth mindset	Checking work with an adult	Discussing individual's learning as a class
Year 1	<ul> <li>Questioning with lollipop sticks</li> <li>Voting cards</li> </ul>	<ul> <li>Year 1         marking         symbols</li> <li>Other picture         symbols         discussed as         a class</li> <li>"I can"         statements</li> </ul>	Verbal feedback Think about the pink and Good to be Green Highlighted Year 1 marking symbols and "I can" statements	'Marbles' awarded for good learning so children check their work	<ul> <li>Checking         work         independentl         y         Encourageme         nt through         growth         mindset to         improve         learning</li> </ul>	Checking each others work using success criteria
Year 2	<ul> <li>Questioning with lollipop sticks</li> <li>Voting cards</li> </ul>	<ul> <li>Year 2 marking symbols</li> <li>"I can" statements</li> </ul>	<ul> <li>Verbal feedback</li> <li>Think about the pink and Good to be Green</li> <li>Highlighted Year 1 marking symbols and "I can" statements</li> </ul>	'Marbles' awarded for good learning so children check their work	<ul> <li>Checking         work         independentl         y</li> <li>Encourageme         nt through         growth         mindset to         improve         learning</li> </ul>	<ul> <li>Checking         each others         work using         success         criteria</li> <li>2 stars and a         wish for         others' work</li> </ul>
Year 3	<ul> <li>Questioning with Iollipop sticks and randomiser wheel</li> <li>Voting cards</li> <li>Hinge questions</li> </ul>	<ul> <li>Written criteria always shared</li> </ul>	<ul><li>Verbal feedback</li><li>Think about the pink and</li></ul>	<ul><li>Response pen time (in green pen)</li><li>Discussion</li></ul>	<ul> <li>Check against success criteria</li> <li>Proof reading</li> </ul>	Checking     each others     work using     success
Year 4		books)  Where possible, created as a class	success	with adult (when appropriate) House points	for writing  • Encourageme nt through growth mindset to improve learning	criteria • 2 stars and a wish for others' work
Year 5			criteria • Margin marking with symbols	awarded for good learning		
Year 6						

**Appendix A** – Progression through the school